

**Alabama Council for the Social Studies Conference 2017**



**THE BRIDGING DIVIDES PROJECT**  
Using Geography to Develop Civic Competence

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**Instructional Materials**  
**Globalization Research Lesson**

## Globalization Unit – Lesson 5

**Persistent Issue:** What actions are justified in the interest of the welfare or security of the community?

**Central Question:** To what extent, if any, should the United States support globalization?

### Lesson Purposes

- Explain the various components of globalization
- Describe how globalization impacts the lives of people in positive and negative ways
- Formulate a persuasive argument, using geographic evidence, to support or oppose globalization

### Research Goals (as specified by design team)

- Active/engaged learners
- Enhance the ability of students to describe globalization using a geographic lens (patterns of globalization/spatial reasoning)
- Students will be able to more effectively evaluate the merits of globalization
  - In doing so - students should demonstrate an understanding of the pros and cons of globalization, with particular depth in making historical connections (due to implementation in a world history class)
- Students should understand the importance of this topic to their lives (see it as relevant)

### Lesson Summary

The intent of this lesson is to help students acquire a deeper understanding of how globalization impacts society through small group investigations. The class will be organized into six groups, each consisting of four students. The groups are designed to represent diverse perspectives on globalization (3 pro/3 con). During the lesson, students complete an online activity in order to gain the information required to faithfully provide testimony from the point of view of their assigned character during the Congressional Hearing.

### Lesson Narrative

*Introducing the Lesson.* The teacher should briefly remind students of what they have accomplished during this unit and explain that they have now reached the point where they are ready to apply what they have learned during the culminating activity. Use the first few minutes of class to reorient students to the unit central question and provide an overview of the Congressional Hearing simulation (as needed, to make sure students understand the broader purpose of today's lesson within the unit). The basic scenario is provided below:

The Senate Special Committee on Globalization is set to hold hearings with the purpose of determining: To what extent, if any, should society support globalization? This hearing will help members of Congress gain a better understanding of the benefits and drawbacks of globalization so they can enact better laws in the future. Members of the committee will

vote to recommend further globalization or they will vote against globalization (noting specific aspects of globalization they particularly disagree with).

(Transition): The teacher will say: The intent of today's lesson is to deepen your knowledge of globalization so you will be able to faithfully represent an assigned perspective during the Congressional Hearing. You will also have an opportunity to practice thinking like a geographer as you develop a strong argument.

In order to self-assess your learning today, we have the following learning targets that will be revisited at the end of the period:

- I can explain why globalization is harmful or beneficial based on my assigned perspective.
- I can interpret a map to identify key patterns and trends related to globalization
- I can develop a persuasive argument using multiple types of evidence to support my assigned view on globalization.

In a few minutes, I am going to organize you into groups of four and have you move to a specific area of the room to work. Each group will be assigned a character that will provide testimony during the hearing. Your job is to learn about that character and his/her views on globalization so you can represent them accurately during the hearing. I have prepared an online activity to help you with this process. The activity can be accessed through Schoology (orient to correct site).

*Completion of Online Activity.* Move students into the following groups:

[Tech Trends journalist](#)

[Secretary of State](#)

[Secretary of Defense](#)

[Business Executive](#)

[Displaced Worker](#)

[City Council Member](#)

Students will work on their online activity and synthesize what they learn using the scaffold embedded in the activity. When the groups are ready to start work on their opening statement, the teacher should distribute the [roles handout](#) and review the roles with the class to ensure everyone understands the unique responsibilities of each position. We recommend pre-assigning the roles within the groups.

*Conclusion.* The groups should practice their presentation to ensure all members are comfortable with their role. The teacher should remind the class of how the hearing will work and have students self-evaluate their progress based on the learning targets.

## Perspectives at a Glance

\*Note: This document is intended to assist teachers in providing effective scaffolding to the various groups. A modified version of this document could be made for student use, particularly the opposition researcher.

1. *Secretary of State (pro)*: As a member of the President's cabinet, the Secretary of State is in charge of the State Department - a large government agency that works to "shape and sustain a peaceful, prosperous, just, and democratic world...". It is involved in implementing the nation's foreign policy. This particular Secretary supports globalization (others may not) because it allows for the spread of democracy and humanitarian relief in times of crisis. Global trade and transportation networks (i.e. the internet, airlines, ships) allow for the rapid exchange of ideas and goods. The closely connected world of the last 30 years has resulted in more democratic countries. It is argued that democratic countries are less likely to go to war with each other, so the spread of democracy might be seen as a really good thing. Global tourism has also had a positive impact on the economies of poor countries. Finally, a closely connected world allows a variety of organizations (non-government and government) to more effectively provide aid to those in need.
2. *Secretary of Defense (con)*: The Secretary of Defense is a member of the President's cabinet and is in charge of the U.S. Department of Defense. The only person that exercises more power over the U.S. military is the president. This particular Secretary believes a highly connected, global world is bad for the security of the United States. Global transportation and communication networks allow dangerous ideas to spread rapidly around the globe. Terrorist groups can easily recruit new members and threaten American interests. The rise of organized terrorist groups and the intensity of their activity has only grown as the world has become more interconnected. In addition, diseases that in the past might have only threatened a specific region can now have a global reach. The United States might have little time to respond to a new disease that threatens its citizens.
3. *Tech trends journalist (pro)*: A tech trends journalist provides content for TV, print, radio, and online stories covering the latest trends in technology and their implications for the future. This experienced reporter regards accelerated globalization as a good thing, despite the negative press it has received in the media. Globalization allows people to collaborate more effectively and work towards the greater good. Internet connectivity, social media, and the use of smart phones has spread significantly in recent years. These technologies have increased the reach of journalists (more people view their stories). They have also impacted *how* people experience the news since stories are more interactive. The technological change that fuels globalization can provide an opportunity for journalists to better inform people and promote positive change.
4. *City Council Member (con)*: This perspective is based on the case of Birmingham, AL. Globalization has cost this city many jobs in the steel industry and has impacted the

family of this local government official. As steel jobs moved overseas, cities like Birmingham have experienced a decline in population. When this occurs, tax revenue also decreases and this can have a negative impact on government services (public schools, public works projects, etc.). Globalization also can cause cities to lose their very identity when most plants shut down due to competition from overseas industry. The city council member represents constituents that take pride in their work and don't want their way of life threatened now or for future generations.

5. *Business Executive (pro)*: This perspective relies primarily on arguments made by the CEOs of General Electric and United Technologies. They favor globalization because of the benefits of free trade. Global corporations like McDonalds and Starbucks provide jobs to people in countries around the world, lifting them out of poverty. They also produce their goods more efficiently resulting in savings for American consumers. Although American companies sometimes have to make compromises to gain access to foreign markets (i.e. promising jobs for foreign workers), the long term benefits favor workers in the United States. The American company remains competitive because of the deal (it gets new consumers) and is able to stay in business, which can lead to more American jobs over time. Global competition is a reality in today's world. If American companies don't take advantage of opportunities to expand, their competitors will. Finally, some American executives argue that when U.S. companies enter a foreign market, they introduce new standards and business practices. This influences foreign companies to raise their wages and improve working conditions. Evidence of this can be seen in the recent trend of reshoring (when U.S. companies return to the U.S. because the competitive advantage of lower wages in foreign countries has been significantly reduced).
6. *Displaced worker (con)*: This perspective is based on the experiences of workers at a Carrier plant that makes air conditioning units. These workers oppose globalization because American workers can lose their jobs when they are outsourced or offshored. In the case of Carrier, workers at a plant in Indiana were told that their jobs were moving to Monterrey, Mexico. The Indiana plant had been in operation since the 1950s and people in the area were very loyal to the company. Carrier decided to shut the plant mainly because they could pay workers in Mexico substantially less. The Carrier workers had worked over the course of many years to negotiate higher wages and better working conditions. They were unwilling to take the kind of pay cut required to compete with workers in Mexico. Displaced workers may support actions by the government that discourage companies from moving their operations outside the U.S. (i.e. taxes that make goods produced outside the U.S. more expensive; buy American policies). They also question the ethics of CEOs that are willing to fire loyal workers and exploit the labor of people willing to work for very low wages.

## Congressional Hearing Roles

The group roles for the Congressional Hearing are provided below. Areas listed in bold represent the student's primary responsibility during the preparation phase.

1. **Witness:** You will play the role of an assigned character that either supports or opposes globalization. In this role, you will present an opening statement during the hearing and answer questions from your lawyer and the opposition researchers from other groups.

During Preparation:

- Research and answer questions from all sources on the scaffold
- **Take the lead in drafting the opening statement**
- Assist the lawyer in completing 3 opening questions. Note – these are “friendly” questions that the lawyer will ask you during the hearing to further establish your views on globalization.
- Assist the graphic designer in preparing the PowerPoint presentation
- Work with the opposition researcher to strengthen your argument and fix weaknesses

During the Hearing:

- Give a 5 minute opening statement coinciding with the PowerPoint explaining your group's perspective on globalization
- Answer questions from your legal counsel and then the opposition researcher(s) from the other groups (those that represent other perspectives)

2. **Lawyer:** Appears with the witness to offer advice and assistance. You will sit beside the speaker and may pass notes, whisper advice, etc. during the hearing.

During Preparation:

- Research and answer questions from all sources on the scaffold
- **Complete 3 opening questions that strengthen your argument and help paint it in a positive light**
- Assist the witness in preparing the opening statement
- Work with the graphic designer to ensure the group's point of view on globalization is accurately portrayed in the PowerPoint
- Work with the opposition researcher of your group to prepare critical questions to ask the other witnesses who don't share your perspective on globalization.
- Work with the opposition researcher of your group to reflect on your own message (contained in the opening statement). Work to strengthen your argument and fix weaknesses.

During the Hearing:

- Sit beside the witness and help him/her answer questions. You may whisper advice and/or pass notes back and forth. Only the witness actually responds to questions.

3. **Opposition Researcher:** You will ask critical questions of the witnesses that disagree with your assigned views.

During Preparation:

- Research and answer questions from all sources on the scaffold
- Review the perspectives of those who disagree with your group
- **Prepare 3 questions to ask each group that opposes your group's stance on globalization** (i.e. if you support globalization, prepare questions for those who oppose it). Your questions should be designed to reveal weaknesses or flaws in their arguments.
- Have the lawyer review your questions and give advice on what to change and what stays the same
- Assist the other group members with their assigned tasks

During the Hearing:

- After each character has given their opening statement, and had their initial questions asked (from the lawyer), you will ask critical questions to those who oppose your assigned perspective on globalization.
- Your goal is to weaken the arguments of others, so your perspective comes across as stronger

4. **Graphic Designer:** You are to create a PowerPoint presentation to accompany the speech and highlight the main ideas of your perspective.

During Preparation:

- Research and answer questions from all sources on the scaffold
- **Make a PowerPoint presentation** that contains quotes, images, maps, and/or illustrations that support your group's argument
- Work with the witness and lawyer to ensure the PowerPoint supports the opening statement
- Work with the opposition research to create critical questions to ask witnesses from other groups

During the Hearing:

- You will present the PowerPoint during the opening statement, advancing slides to give visual representation to the main ideas of the speech.
- After the opening statement, you will briefly describe how the PowerPoint (its visuals, quotes, etc.) illustrates your assigned views on globalization.
- You will sit beside your opposition researcher and assist him/her in asking questions of the witnesses by passing notes or whispering advice.



## Recommendations for Implementation

### 1. Chunk the group activity.

- Have the groups begin by reading the left panel introduction (“The Situation” on the example screenshot below). Then, have them click on “Getting in Character”. After allowing time for the groups to read and discuss their assigned character, have each group present who they are to the class along with their basic position on globalization.
- Have the groups move on to investigate the problem using the scaffold to record responses. Emphasize the purpose in this step – to build an argument that will be used in the opening statement and discussion during the Congressional Hearing.
- Check student work on the scaffold before assigning group roles and allowing students to begin work on the opening statement.

**The Situation**

You have been asked to testify before the Senate Special Committee on Globalization. As Secretary of State, you have witnessed some of the positive impacts associated with globalization. **You support globalization because a closely connected world encourages the spread of democracy and humanitarian relief.**

**Instructions**

1. Consult the [Getting in Character](#) sheet.
2. Download the [scaffold](#) to record responses to this activity and gather your thoughts prior to the hearing.
3. [Investigate the problem](#) in greater depth. Use information from your research to present a persuasive argument for globalization.
4. Recognize that while the character you represent in this hearing supports globalization, people in a similar situation might take the opposing view and oppose globalization for a variety of reasons.

**Pulling it All Together**

5. Prepare your opening statement using this

**Getting in Character - Secretary of State**

In your role as the Secretary of State, you are on the President's cabinet and in charge of the State Department - a large government agency that works to "shape and sustain a peaceful, prosperous, just, and democratic world...". It is involved in implementing the nation's foreign policy. You are a middle-aged, male (or female - see either figure on the right side of the image below). You served as a Senator before being selected for your current position.



- ### 2. Allow for online collaboration.
- If the activity is completed as intended, it may extend beyond a class period. We encourage placing the scaffold on an online platform (i.e. google docs) to allow students who are absent to be able to contribute and keep up with the progress of the group.
- ### 3. Encourage dialogue.
- The groups may be inclined to “divide and conquer” when completing the questions associated with their particular scaffold. We recommend having the students work together to complete the scaffold sequentially. Position the students so they can effectively view the media (video, article, maps) as a whole group or in pairs within the group. Have one student in the group record information on the scaffold (in google docs or otherwise). Students should discuss ideas to ensure everyone in the group understands the information.

4. Actively scaffold student work. In addition to addressing any areas of confusion and ensuring all students are contributing, the teacher should actively press students in the various groups to think deeply about the concepts in their activity. This involves asking comprehension questions and probing student responses to force students to elaborate on their thoughts. We recommend playing “devil’s advocate” to provide students with practice defending their perspective before the hearing.
5. Some activities may be more challenging than others due to unfamiliar concepts or complex resources. The “con” perspectives seemed easier for the students.
6. Be intentional in assigning roles within groups. The opposition researcher is particularly demanding because the student has to be able to formulate questions for each of the other perspectives. A strong student needs to be in this role. The teacher also needs to model examples of good supporting questions that might be used by the student in the lawyer role.

# Lesson 6: Globalization Senate Hearing Requirements/Rubric

## Test Grade #1: Research Questions/Group Participation

- Research Questions Completed
- Group Member contributed to research questions.
- Group Member contributed to group presentation and completed their role's work.

## Test Grade #2: Senate Hearing Performance/Preparation

- Witness:**
  - Give a 5 minute opening statement coinciding with the PowerPoint explaining your group's perspective on globalization.
    - Follows the template provided.
    - Includes several detailed reasons from research why you believe globalization is good/bad.
    - 5 minutes including lawyer's questions.
  - Answer questions from your legal counsel and then the opposition researcher(s) from the other groups (those that represent other perspectives).
    - Answers from lawyer are prepared and well thought out.
    - Answers to opposition researcher reflect knowledge of topic.
- Lawyer**
  - Complete 3 opening questions that strengthen your argument & paint it in a positive light
    - Questions have been thought out & answers from witness have been well prepared.
  - Sit beside the witness and help him/her answer questions. You may whisper advice and/or pass notes back and forth. Only the witness actually responds to questions.
    - Lawyer is helpful to witness during the opposition's questioning.
- Opposition Researcher:**
  - Prepare 3 questions to ask each group that opposes your group's stance on globalization (**i.e. if you support globalization, prepare questions for those who oppose it**).
    - Your questions should be designed to reveal weaknesses or flaws in their arguments, so your perspective comes across as stronger.
    - Questions should come from the research, be well thought out and relate to topic.
  - Your questions respond naturally to the witness's answers. (**Act on your feet**).
    - Good interaction between researcher and witness.
- Graphic Designer:**
  - Make a PowerPoint presentation that contains quotes, images, maps, and/or illustrations that support your group's argument. (**NOT TEXT BASED**)
  - After the opening statement, you will briefly describe how the PowerPoint (its visuals, quotes, etc.) illustrates your assigned views on globalization.
    - Presentation is well prepared & gives visual representation to main ideas of speech.
  - You will sit beside your opposition researcher and assist him/her in asking questions of the witnesses by passing notes or whispering advice.
    - Graphic Designer is helpful during the opposition researcher's questioning.

### **Test Grade #3: Globalization Position Paper**

- Paragraph 1: What is Globalization? **(6 sentences)**
  - Defines globalization.
  - Explains 3 positive and 3 negative aspects of globalization.
- Paragraph 2: Is Globalization good or bad? **(6 sentences)**
  - In your opinion, is globalization good or bad?
    - Choose a position and use evidence to back up why you believe this.
    - Use details to back up your opinion. Do **NOT** be repetitive.
    - Use the research from Schoology, Pros & Cons Assignment, ShowMaps, and/or any other resources to back up your answer.
    - Shows evidence that the answer is well thought out and developed.
- Uses proper spelling, grammar, and punctuation.

# **Special Senate Subcommittee on Globalization**

**Thursday, April 26, 2017**

## **Hearing Order:**

- I. Chairman calls Congressional hearing to order and calls first witnesses.
- II. Order:
  - A. Secretary of Defense (con)
  - B. Secretary of State (pro)
  - C. City Council Member (con)
  - D. Tech Trends Journalist (pro)
  - E. Displaced Worker (con)
  - F. Business Executive (pro)
- III. Witness gives opening statement.
- IV. Graphic designer explains quotes and illustrations.
- V. Lawyer asks witness 3 opening questions.
- VI. Repeat for the remaining 5 groups.
- VII. Opposition researchers from opposing views ask critical questions. Chairman moderates.
- VIII. Repeat for the remaining 5 groups.
- IX. Chairman moderates a final debate with students remaining in character.
- X. Students step out of roles and debate the decision using their individual, personal thoughts.
- XI. Students cast votes on whether to support globalization.
- XII. Students write their written statement defending their personal position.

## **Student Work Samples**

## Globalization Senate Hearing Unit Work Samples

### Work Sample #1: Witness Opening Statement Business Executive

...It's hard to argue with the point that globalization makes more goods and services available to more people, often at lower prices. If you have disposable income and you're buying a product that comes from abroad, you're benefiting from globalization to some extent. Business owners also benefit by having access to a bigger market for their goods and services. Globalization can lift people out of poverty. The argument that globalization has lifted people in developing countries out of poverty is somewhat controversial because opinions differ as to the quantity and quality of the jobs created by globalization. But the general wisdom is that globalization has increased job opportunities in capital-job shortage labor-rich countries, and developing countries...In establishing their businesses in other countries, they can take advantage of lower taxes and cheap services and labor. On the other hand, more jobs are generated in the countries they invest in, which mitigate the problem of unemployment. More over, with the continuing popularity of business process outsourcing, companies from different business sectors can now hire employees overseas without having to pay by the hour and at a much lower cost...

### Work Sample #2 Lawyer Questions Secretary of Defense

1. What problems can you predict from so many global connections?
  - a. It is easy for other countries to steal our technology and weapons. It's also easy for legal immigrants to come in.
2. What are some dangers that have increased due to globalization?
  - a. The spread of weapons, cyber-attacks, ethnic violence, global crime, drug trafficking, environmental degradation, and the spread of infectious diseases
3. What trends do you notice?
  - a. Most of the terror attacks are on countries affiliated with the middle east.

### Work Sample #3 Lawyer Questions Secretary of Defense

1. **Do you agree or disagree with globalization. Why or why not?**
  - a. I disagree with globalization. Companies are leaving other countries so they can go make more money which is bad because it makes tons of people lose their jobs.
2. **Is there any other reasons you think globalization is wrong?**
  - a. Yes, it can lead to communicable diseases spreading more often and it also makes a higher risk for banking and currency crisis. It also puts country's information and technology at risk to be stolen.
3. **Do you think there is anything good about globalization?**
  - a. Not really even though it creates jobs in poor countries it also takes jobs from others and it makes the larger companies more powerful.

4. **Lawyer Notes:**

- a. helps poorer countries --- also makes companies leave from richer countries like America which makes people lose their jobs
- b. More trading creates more wealth --- there is a chance technology or information could be stolen
- c. Helped poor people make money --- also helps rich people get richer
- d. Gives poorer countries jobs --- takes jobs from other countries
- e. Making countries come together --- makes it way easier for things to be stolen and for countries to break rules and do things other countries would not appreciate.